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ABSTRACT

This report provides a guide for evaluation of the implementation of the general education component of programs of studies in Quebec. The college education reform of 1993 has had a particularly strong impact on the general education component of education programs. To gauge the scope of changes made to general education and of efforts made to ensure implementation of the core component, the Commission d'evaluation de l'enseignement collegial has asked the Quebec college system to use this specific guide, which contains the information needed to aid the institutions in the self-evaluation process. Evaluation issues include access to quality general education, joint efforts in implementing general education, and effectiveness of general education implementation and academic success. Colleges are asked to use eleven sub-criteria. The sub-criteria are grouped to enable colleges to assess the implementation of pedagogical aspects, resources and management, and results. Clearly defined learning activities are consistent with the determined standards and objectives. Teacher competence and motivation are maintained and developed through research or professional development activities. The college shall evaluate whether an acceptable proportion of students complete general education within the time frame prescribed for awarding the diploma. Five appendices are included. (JA)

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Specific Guide
to the evaluation
of Programs of Studies

The General Education Component of Programs of Studies

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Introduction

Evaluating the implementation of programs of studies is part of the Commission d'évaluation de l'enseignement collégial's mission. Since its inception, the Commission has evaluated four programs of studies (technical or pre-university),[1] and has consistently emphasized the importance of the specific education/general education (core) interface. Consequently, the Commission deemed the time ripe for a closer look at the general education component of programs of studies, including its structure and implementation, in itself rather than as an adjunct to the specific program content.

The college education reform has had a major impact on all education programs, particularly the general education component. The Commission's visits to institutions during the past three years have enabled it to gauge the scope of changes made to general education and of efforts made to ensure implementation of the core component. Colleges have had to design new courses, modify many of their teaching practices, devise new ones, inform and train staff and, above all, ensure that the entire process contributes to quality learning and academic success.

In light of the above, the Commission decided to proceed with an evaluation of the implementation of the general education component of programs of studies, with a view to improving and consolidating general education and the most promising teaching methods.

As with former evaluations, colleges are asked to use this specific guide in evaluating the implementation of the general education component, which contains the information needed to aid the institutions in the self-evaluation process. It was prepared in conjunction with an advisory body[2] comprising representatives from various educational communities, colleges in particular. The first section consists of a brief overview and lists the criteria and sub-criteria[3] used in the evaluation process. The second section describes the proposed evaluation procedure.

Part 1
Overview and Evaluation Issues

Overview

The college education reform of 1993 confirmed the importance of the role of general education in programs of studies. As the authors of the document capturing the spirit of the reform and its goals--*Colleges for the 21st Century*[4]--point out, those involved in revamping the system were unanimously in favour of maintaining the general education component in every program, reminding us that this was what made the Québec college system unique. They also insisted on the importance of updating and enriching the content of general education, and of ensuring its flexibility.

Numerous changes were made to the general education component : courses were added, educational intentions[5] were identified, courses were designed based on objectives and standards, and colleges were given increased responsibility for course content. The *College Education Regulations*[6] (CER) maintained the number of credits formerly required, i.e. 26 2/3, but redefined general education in terms of three distinct components : *general education common to all programs, general education specific to each program*, and *general education complementary to other components of a program.* The new general education courses were introduced in the fall of 1994. The current general education component comprises :[7]

Language of Instruction and Literature, 4 courses (9 1/3 units);
Second Language, 2 courses (4 units);
Philosophy or Humanities, 3 courses (6 1/3 units);
Physical Education, 3 courses (3 units);
Complementaries, 2 courses (4 units).

Most of these courses are common to all programs, and their objectives, standards, and learning activities are determined by the Minister.[8] The Minister also establishes the objectives and standards for the three courses included in the component of general education specific to each program, while colleges are responsible for designing learning activities. The objectives and standards for the five possible subject areas of the two courses included in the complementary component of general education are set by the Minister,[9] while the college is again responsible for designing learning activities.

Evaluation Issues

Evaluation issues are closely related to these changes and to the new responsibilities delegated to colleges. They involve colleges' understanding and appropriation of these changes as well as the strategies and means used to implement the general education component as modified. The following three issues reflect these concerns.

First Issue : Access to Quality General Education

Coherence

A large part of colleges' mandate in implementing the general education component consists in

ensuring coherence between courses within a given discipline, and between general education and program-specific components of each program of studies. This responsibility is even greater when one considers that general education was not defined in terms of overall objectives. The ministerial specifications that address this matter were intended to increase colleges' margin for manoeuvre and therefore contain only educational intentions rather than specific objectives for each of the disciplines. Therefore institutional values, or educational projects conducive to links between the various components of student learning, as well as the pursuit of objectives common to several disciplines, must all be defined.

This is why in recent years some colleges have deemed it useful to establish an educational project which defines the fundamental values they wish to transmit to students. The Commission has always felt that the contribution of such projects to the implementation of programs of studies should be highlighted. In the same vein, the role that general education plays within each college's educational mission should be examined, as well as the way in which institutions have appropriated general education and adapted its objectives to fit the values they intend to promulgate.

The specific and complementary components of general education are the first areas that stand to benefit from the presence of a unifying educational project. Colleges have full responsibility for choosing learning activities, and the educational objectives related to these components provide the flexibility needed to design course content in keeping with their particular educational project. Herein lies the rationale for assessing how college educational projects figure in the implementation of general education, particularly in the kinds of learning activities selected.

To further foster coherence, colleges have also had to adapt some of the learning activities to the various programs of studies, and to initiate joint action between teachers of general education and those assigned to teach program-specific content. This prompts the question of whether the program approach furthers the implementation of general education courses specific to programs and whether efforts to involve these teachers in program discussions have produced conclusive results and led these to learning activities being adapted to the various programs of studies. Similarly, the educational intentions of general education must be reflected in the program exit assessments (épreuves synthèse) being prepared for each program.

Implementing Education Using Adequate Means

The *College Education Regulations* stipulate that programs of studies must comprise objectives, standards, and learning activities. The definition of specific standards for each course objective has likely influenced teaching strategies and methods. The challenge for teachers lies in designing strategies which enable students to achieve the required standards and to weave an integrated whole from the various strands of knowledge acquired throughout a course. In other words, teachers must emphasize specific knowledge and skills but also bring the students to be able to synthesize what they have learned by the time the course is completed.

The objectives and standards approach has also changed the evaluation of student achievement. When evaluating whether overall standards have been met, the extent to which general knowledge and skills have been acquired must be assessed, as well as the degree to which individual elements have been attained. Colleges have therefore had to modify their institutional policies on the evaluation of student achievement accordingly, particularly regarding regulations governing the components of the final grade, and to elaborate guidelines promoting new evaluation tools.

To evaluate the coherence of student learning as well as that of the measures used to implement it, the Commission has used the following five sub-criteria :

- Clearly defined learning activities are consistent with the determined standards and objectives (sub-criterion 2.2).
- Teaching methods are adapted to general education course objectives and standards (sub-criterion 3.1).
- Learning activity requirements are clearly defined; they are adequately reflected in course outlines and are consistent with the objectives and standards for each course (sub-criterion 2.4).
- The methods and tools for evaluating student achievement are adapted to general education course objectives and are set in accordance with regulations governing Institutional Policies on the Evaluation of Student Achievement (IPESA) (sub-criterion 5.2).
- The program exit assessments (épreuves synthèse) in progress take into account the educational intentions pursued in general education (sub-criterion 5.5).

Second Issue : Joint Efforts in Implementing General Education

The changes arising from the college reform resulted in various parties being asked to play different roles at different times. But first, college administrations had to set the stage for changes to general education and identify staff to oversee their implementation. Means were also devised to promote a shared vision of general education, particularly among teachers, and to facilitate the academic success of the most students possible.

Colleges have had to face many different challenges : current budget constraints, as well as the large number of people affected, are but two examples. Others include ways to promote the use of the objectives and standards approach, professional development (general teaching methods and approaches specific to the discipline), and re-training of teaching staff. The new general education component has also meant that colleges must provide teachers and students with adequate material resources to facilitate teaching and promote learning, especially in second language courses.

Evaluating the implementation of general education primarily entails examining the role played by those responsible for determining the strategies, means, and procedures used. It also requires verifying whether responsibility-sharing, work committees, and the measures adopted have produced courses that reflect the desired changes, and ensuring that they are implemented under conditions conducive to student success.

To evaluate the management and the resources earmarked for general education, the Commission has used the following three sub-criteria :

- Teacher competence and motivation are maintained and developed through research or professional development activities (sub-criterion 4.3).
- The quality, quantity, and accessibility of material resources, teaching tools, and documentation are adequate (sub-criteria 4.4).
- Structures, task management, and methods of communication are well defined and promote the quality of the implementation of general education (sub-criterion 6.1).

Third Issue : Effectiveness of General Education Implementation and Academic Success

The efforts made in recent years to determine why students drop out of programs has led to

concerns that failures in the general education component hinder successful completion of programs. It is felt that general education courses are not given enough emphasis, especially in technical programs, and that there is little to motivate students to successfully complete them.[10] In a context designed to promote the establishment of links between the general education component and program-specific component of each program, the issue of academic success is vital.

Enriching the content of general education may have increased the level of difficulty for students. The new emphasis on second language learning, a progressive increase in requirements from course to course, a uniform examination in the Language of Instruction and Literature, and a program exit assessment, (*épreuve synthèse)* may all create obstacles to academic success.

It is not surprising that the definition of specific performance levels for each course has prompted many colleges to institute screening measures such as placement tests for second language courses, and pedagogical guidance aimed at helping the weakest students succeed. Upgrading activities (mise à niveau) have also been set up and the Minister has introduced a second language bridging course to better prepare students who are unable to meet the standards for a first level course. The gap between the degree of preparedness of certain students,[11] their proficiency in certain subjects at the secondary level, and the new requirements for general education at the college level, explain the wisdom of instituting these measures and various preparatory courses.

To evaluate the effectiveness of the implementation of general education and academic success, the Commission has used the following three sub-criteria :

- The course success rate is satisfactory (sub-criterion 5.3).
- An acceptable proportion of students complete general education within the time frame prescribed for awarding the diploma (sub-criterion 5.4).
- Measures designed to detect learning difficulties and to provide guidance, support, and follow-up, enhance student success (sub-criterion 3.2).

Part 2
Self-Evaluation of the General Education Component

The evaluation the Commission is asking of the colleges deals with the implementation of the general education component in regular education for the 1996-1997 school year. Unless otherwise specified, the reference year for the information and data gathered, as well as for their analysis and interpretation, is 1996-1997.

Colleges are asked to perform the self-evaluation using eleven sub-criteria, each dealing with a specific aspect of the implementation of general education or with any of the three components. The sub-criteria are grouped to enable colleges to assess the implementation of pedagogical aspects, resources and management, and results.[12]

The guide sets out the item(s) to be evaluated for each of the sub-criteria and provides guidelines for self-evaluation, namely :

- the information or data to be gathered;
- the type of analysis to be conducted;
- the elements to be evaluated.

After having evaluated the element(s) of general education using these sub-criteria, colleges are asked to assess measures that have been planned or that would seem appropriate to correct or improve certain situations, based on evaluation results.

At the end of each of the three parts of the evaluation (pedagogical aspects, resources and management, and results), colleges are asked to produce a general assessment pinpointing the major strengths and weaknesses, and complete the process with a comprehensive evaluation of general education implementation.

Data Gathering

The guide provides instructions for calculating course success rates and gathering data from teachers and students.

Colleges should compile the viewpoints of students who have completed all or most of their program's general education courses in the fall 1997 semester.

To facilitate data-gathering, the Commission has determined the following **topics on which the students will be asked to give their opinion.**

- Were course outlines respected?
- Were teaching methods relevant and adapted to specific course needs?
- Were they informed of support services and supervision measures, and were these services and measures used?
- Were material resources and documentation adequate in quantity and quality, and were they accessible?
- Was evaluation rigorous and fair? (relative value of grades)

In the fall of 1997, the Commission will also produce a question bank, available at its Web site. [13] To facilitate data interpretation, colleges are asked to use a four-item evaluation scale.[14]

Analysis of certain aspects of general education implementation would be incomplete without **the opinion of teaching staff and other staff members, where applicable**. Colleges are therefore asked to obtain their viewpoints on the following topics under the applicable sub-criteria :

- Were professional development activities related to implementation of the reform relevant and effective?;
- Were the quantity and quality of material resources, documentation, and teaching tools adequate, and were they accessible?
- Were the strategies instituted for the implementation of the reform effective?

Analysis of Course Outlines

To carry out the first phase of the evaluation, which targets the implementation of the pedagogical aspects of general education, the colleges are asked to gather and analyze the information contained in course outlines.

The sheer number of disciplines and courses targeted and, by extension, the great number of teachers involved, can make this exercise daunting. The Commission therefore suggests that colleges form a sample group of outlines, ensuring that both types of program (pre-university and technical, where applicable) are included, and that the criteria used will lead to reliable inferences. At least three course outlines[15] are to be analyzed for each common general education and program-specific general education course, as well as for two complementary subject areas, Art and Aesthetics and Science and Technology.[16]

Whenever a sampling of course outlines is used, colleges shall gather the viewpoints of the teachers in the departments concerned in order to ensure that the conclusions arising from the sampling reflect the reality of the whole.

General Education and the Evaluation Procedure

Before evaluating the various aspects of general education implementation, colleges shall present a general overview of the choices they made in implementing general education, and set out the guiding principles and strategies used to effect this implementation. The general presentation shall also include details as to :

- the role and contribution of general education in the educational project or its equivalent;
- the general education course grid, which describes changes in course sequencing either provided for or suggested in the ministerial specifications. It shall also specify whether this grid varies by program and, if so, why;
- the subject areas of the complementary component of general education;
- the programs or group of programs for which the specific component of general education was adapted;
- the number of teachers in each common and specific component of general education;
- the number of regular students enrolled in one or more general education courses in 1996-1997.

Colleges are also asked to describe their evaluation procedure, detailing responsibility-sharing and the consultations carried out, and indicating the means used to obtain the viewpoints of teachers and students. Colleges using a course outline sampling must explain the method used.

Implementation of General Education

Colleges are asked to evaluate the implementation of the pedagogical aspects of general education. The evaluation focuses on coherence in general education and the various pedagogical methods for applying general education and evaluating student achievement.

The evaluation enables colleges to assess the links between their educational projects or their equivalent, and learning activities. The links between learning activities and course objectives and standards, and the extent to which general education is adapted to programs of studies are also evaluated.

Evaluation of the pedagogical methods used to implement general education in turn enables assessment of teaching methods, the use of assignments, evaluation of student learning, and the program exit assessments being drafted.

Clearly defined learning activities are consistent with the determined standards and objectives

The purpose of this sub-criterion is to evaluate on the first hand the coherence between learning activity content and course and subject area objectives and standards, and on the other hand the coherence between learning activities and the objectives of programs of studies. It also enables the assessment of the links between colleges' educational projects or their equivalent and learning activities.

Element to be evaluated : specific and complementary general education courses

The college shall evaluate the coherence between :

- **learning activities and the educational project or its equivalent;**
- **learning activities in the specific component of general education and the objectives of programs of studies;**
- **content of learning activities, and objectives and standards for courses given in the specific component of general education or in subject areas of complementary general education.**

To complement its evaluation, the college shall explain how its educational project or equivalent influences the selection of learning activities in specific and complementary general education. It shall go on to describe the links between learning activities and course objectives and standards. In the case of the specific component of general education, the college shall also explain how learning activities reflect program (or group of programs) peculiarities.

Whenever a sampling of course outlines is used, the college shall gather the viewpoints of the teachers in each department concerned in order to ensure that the conclusions arising from the sampling reflect the reality of the whole.

Planned actions

Teaching methods are adapted to general education course objectives and standards

The college shall evaluate how teaching methods correspond with general education course objectives and standards.

Element to be evaluated : courses in the three components of general education

The college shall evaluate how teaching methods correspond with general education course objectives and standards.

To complement its evaluation, the college shall explain how the teaching methods used in courses are adapted to course objectives and how they enable students to meet the standards prescribed in the ministerial specifications. Student opinions on this subject shall be solicited.

Whenever a sampling of course outlines is used, the college shall obtain the viewpoints of the teachers in each department concerned in order to ensure that the conclusions arising from the sampling reflect the reality of the whole.

Planned actions

Learning activity requirements are clearly defined; they are adequately reflected in course outlines and are consistent with the objectives and standards for each course

The purpose of this sub-criterion is to evaluate the correspondance between student assignments as defined in the course outlines and the course objectives and standards.

Element to be evaluated : courses from the three components of general education

The college shall evaluate the relevance of the work assigned to students and its contribution to the achievement of course objectives and standards.

To complement its evaluation, the college shall indicate the person(s) responsible for monitoring the relevance of the work assigned to students and workload equivalences when the same course is given by several teachers, as well as its basis for approval. It shall go on to explain how the work required of students contributes to the achievement of objectives and standards for every discipline.

Whenever a sampling of course outlines is used, the college shall obtain the viewpoints of the teachers in each department concerned in order to ensure that the conclusions arising from the sampling reflect the reality of the whole.

Planned actions

The methods and tools for evaluating student achievement are adapted to general education course objectives and are set in accordance with regulations governing Institutional Policies on the Evaluation of Student Achievement (IPESA)

The purpose of this sub-criterion is to ensure that evaluation methods and tools are adapted to the new objectives and standards approach and that they allow the extent to which course objectives have been achieved to be measured. In this way, the college can assess whether the evaluation methods and tools attest to achievement of the objectives.

Furthermore, this sub-criterion is aimed at evaluating the application of IPESA regulations governing components of the final grade. It also enables an evaluation of the methods used by the college to ensure the application of these regulations.

Element to be evaluated : courses from the three components of general education

The college shall evaluate :

- **how evaluation methods and tools correspond with course objectives and standards;**
- **application of the IPESA in general education courses.**

To complement its evaluation, the college shall present the criteria used to select evaluation methods and tools, as well as the means usually used by departments and academic services to ensure IPESA application. It shall go on to explain how these evaluation methods and tools enable proper and fair measurement of the achievement of the objectives in question. Finally, it shall indicate whether the grades obtained by the students respect IPESA standards. Student opinion on the rigour and fairness of student achievement evaluation shall be solicited.

Whenever a sampling of course outlines is used, the college shall gather the viewpoints of the teachers in each department concerned in order to ensure that the conclusions arising from the sampling reflect the reality of the whole.

Planned actions

Documents to be included

- For each common general education discipline, the college shall select one course outline from those examined, as well as a copy of the instructions accompanying the assignment described in the course outline, a corrector's copy (evaluation grid), a copy of the final examination, and the transcripts of students who were given the course outline in Fall 1996 or Winter 1997.
- Relevant department regulations other than those set forth in the IPESA.

The program exit assessments (épreuves synthèse) in progress take into account the educational intentions pursued in general education

This sub-criterion relates to the evaluation of the contribution of general education to student knowledge and skills acquired at the end of their program of studies.

Element to be evaluated : program exit assessments (épreuves synthèse) in progess in two programs.

The college shall evaluate how the educational intentions pursued in general education are reflected in the program exit assessments (épreuves synthèse).

To complement its evaluation, the college shall describe the work involved in producing the program exit assessment for one pre-university and one technical program. It shall go on to explain the extent to which the means used enable its general education intentions or those of the Minister to be taken into account for each program exit assessment (épreuve synthèse).

Planned actions

GENERAL EVALUATION OF THE IMPLEMENTATION OF THE PEDAGOGICAL ASPECTS OF GENERAL EDUCATION

The college shall present a general evaluation of the implementation of pedagogical aspects and pinpoint the main strengths and weaknesses observed. It shall also indicate its intentions as to the relative weight it plans to accord to general education in its educational project.

Resources and Management

This facet of the evaluation focuses on the resources allocated by the college to general education implementation, and consists in evaluating the measures instituted as part of the general education reform to ensure the professional development, re-assignment and, if necessary, continued motivation of the teaching staff, as well as the measures for providing the material resources, teaching tools and documentation required to ensure quality teaching.

The evaluation also enables assessment of the distribution of roles and responsibilities, and the effectiveness of communication between those responsible for implementing the general education reform.

Teacher competence and motivation are maintained and developed through research or professional development activities

This sub-criterion provides an overview of how professional development activities have enabled teaching staff to maintain or improve their competence and motivation in the context of the reform of college education.

Element to be evaluated : professional development or research activities related to general education

The college shall evaluate the relevance and effectiveness of the means used to sustain the competence of teaching staff and to maintain or stimulate motivation.

To complement its evaluation, the college shall identify the professional development activities organized to support the implementation of general education, notably to promote teachers' appropriation of the objectives and standards approach and to facilitate the emergence of a common vision of general education. The college shall also describe the nature of teaching-related research activities in general education and indicate the number of teachers who take part from each discipline. Finally, it shall explain how the various activities enable teachers to maintain and

develop their motivation and competence. The college shall get teachers' opinions on this subject.

Planned actions

The quality, quantity, and accessibility of material resources, teaching tools, and documentation are adequate

This sub-criterion establishes whether material resources (language labs, for example), teaching tools, and documentation (books, CDs, etc.) meet needs.

Element to be evaluated : material resources

The college shall evaluate how the material resources, teaching tools, and documentation made available for general education ensure quality.

To complement its evaluation, the college shall describe the material resources, teaching tools, and documentation, as applicable, added or modified in order to ensure quality learning and teaching under the new general education regime. It shall go on to explain how access to these resources (language labs, availability of library books recommended by teachers, etc.) fosters quality learning. Finally, it shall describe how new information and communication technologies are being used, where applicable.

Planned Actions

Structures, task management, and methods of communication are well-defined and promote the quality at the implementation of general education.

The purpose of this sub-criterion is to examine the role of the various authorities and other parties, as well as the means of communication used to implement general education.

Element to be evaluated : management methods and structures

The college shall evaluate the effectiveness of management methods and structures used in implementing general education.

To complement its evaluation, the college shall describe the role of the various authorities (board of directors, Academic Council, program committees, academic services, departments,) and other parties in implementing the general education reform. It shall also indicate the composition of the work committees, responsibility-sharing, and the actions instituted by those entrusted with implementing general education. The college shall obtain the opinions of teachers and other players on this subject.

Planned actions

GENERAL EVALUATION OF RESOURCES AND MANAGEMENT

The college shall present an overall assessment of resources and management, pinpointing the main strengths and weaknesses observed. It is also invited to make any comments it deems appropriate.

Results

Results are evaluated using the efficiency criterion. When applied to general education, this criterion enables an assessment of course success rates and a measure of the extent to which general education contributes to student advancement. It also enables assessment of the services and student support measures produced to foster academic success.

The course success rate is satisfactory

The purpose of this sub-criterion is to evaluate the success rate of students enroled in courses in the common and specific components of general education.

Rates are obtained by comparing the number of students awarded the course credits to the number of students enroled, and are expressed as percentages. The total number of students enroled in the

course must be given to facilitate interpretation. Only full-time students are considered. Rates shall be calculated for the Fall (F) and Winter (W) sessions of the following three school years : 1994-1995, 1995-1996, and 1996-1997. Note that these years do not represent cohorts.

Element to be evaluated : success rate

The college shall evaluate the success rate of students in each of the general education courses (common and specific components) as well as in upgrading activities (mise à niveau).

To complement its evaluation, the college shall present the success rates for upgrading activities (mise à niveau) as well as for common and specific component courses in general education for each of the disciplines identified, using the following table.

Success rate (%) in common and specific component courses in general education and in upgrading activities (mise à niveau)
1994-1995 to 1996-1997
(regular, full-time)

General education	Discipline	Course number	1994-1995		1995-1996		1996-1997	
			F 94	W 95	F 95	W 96	F 96	W 97
			% N	% N	% N	% N	% N	% N
Upgrading activities (mise à niveau)	French : upgrading	603-001-03 603-002-06						
	English : upgrading	602-001-03						
Common component	Language of Instruction and Literature	603-101-04 603-102-04 603-103-04						
	Second Language	602-104-03 602-101-03 602-102-03 602-103-03						
	Humanities	345-101-03 or 345-103-04 345-102-03						
	Physical Education	109-101-02 or 109-103-02 109-102-02 or 109-104-02						

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		109-105-02						
Specific component	Language of Instruction and Literature	* 603--04... (etc.)						
	Second Language	602--03... (etc.)						
	Humanities	345--03... (etc.)						

* Indicate the sequential code for each of the courses and specify the program (or group of programs) to which it refers.

The college shall assess the success rates of the various general education courses and, based on the average rates calculated by the Minister and listed in the following table, indicate the courses that deviate from the average and explain the reasons for this situation.

Planned actions

Success rate (%) in common and specific component courses in general education and upgrading activities (mise à niveau) for 1994-1995 to 1996-1997 in all the colleges (regular, full-time)

General education	Discipline	Course number	1994-1995		1995-1996		1996-1997	
			F 94	W 95	F 95	W 96	F 96	W 97
Upgrading activities (mise à niveau)	French : upgrading	603-001-03 603-002-06						
	English : upgrading	602-001-03						
Common component	Language of Instruction and Literature	603-101-04 603-102-04 603-103-04	78,0% 73,8%	57,6% 84,1% 84,6%	77,6% 82,9% 84,5%	59,4% 85,4% 83,5%	76,1% 81,3% 83,2%	
	Second Language	602-104-03 602-101-03 602-102-03 602-103-03	66,1% 67,9% 72,9% 80,6%	69,4% 74,1% 82,4% 83,9%	70,0% 75,2% 80,4% 82,8%	73,0% 76,1% 80,4% 84,1 %	64,3% 73,7% 78,2% 81,5%	
	Humanities	345-101-03	77,4%	76,2%	79,0%	75,8%	78,9%	

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		or 345-103-04						
		345-102-03	79,2%	76,8%	80,6%	78,2 %	78,9 %	
	Physical Education	109-101-02 or 109-103-02	86,3% 85,4%	82,0% 85,5%	82,2% 84,4%	82,3% 83,4%	86,9% 83,6%	
		109-102-02 or 109-104-02	86,9% 89,6%	89,9% 88,9%	88,9% 88,8%	89,5% 89,3%	85,6% 87,4%	
		109-105-02			93,2 %	93,5 %	94,0 %	
Specific component	Language of Instruction and Literature	603--04		89,5 %	86,0 %	86,5 %	84,8 %	
	Second Language	602--03 Transitional level courses Level 1 Level 2 Level 3		 86,4% 75,8% 70,7% 86,2 %	 88,1% 82,7% 92,5% 93,3 %	 87,8% 89,4% 88,7% 93,7%	 82,9% 82,5% 87,5% 90,0%	
	Humanities	345--03		78,6 %	89,7 %	87,9 %	86,0 %	

SOURCE : MEQ, Direction des affaires éducatives collégiales, fichier SIGDEC.

Supplementary data to the table on success rate

An acceptable proportion of students complete general education within the time frame prescribed for awarding the diploma

The purpose of this sub-criterion is to determine to what extent general education influences the progression of students.

Element to be evaluated : student progression

The college shall evaluate the extent of the impact of the new general education regime on student progression.

To complement its evaluation, the college shall present the progression of first year students,

directly out of high school, for the Fall 1994 cohort for each of the programs offered, using the following table.

Progression of students enroled for the first time in pre-university or technical programs in 1994

NB : Supplementary explanations concerning this Table

Programs	High school average (17)	Enroled in the 1st semester, Fall 1994 (N)	Re-enrolment rate in the pre-university programs for the 3rd semester, Fall 1995 or the technical programs for the 5th semester, Fall 1996 (%)	Proportion of potential graduates who need one or more general education courses to graduate in the prescribed time frame (18) (%)	Proportion of potential graduates who need a course or courses from the program-specific component in order to graduate within the prescribed time frame (%)	Proportion of potential graduates who need at least one course from the general education component and at least one course from the program-specific component to graduate within the prescribed time frame (%)	Proportion of students who graduate within the required time frame (%)
Example : Computer Science							

The college shall then assess the impact of general education on the progression of students enroled in every pre-university and technical program, establishing links, if applicable, between the measures instituted as incentives for students to pursue and complete general education.

Planned actions

This sub-criterion enables assessment of the support measures and services instituted to help students achieve the standards set for each course. They include upgrading activities (mise à niveau), English, Philosophy, and Second Language learning centres, the hour (heure d'encadrement) devoted to pedagogical guidance (in certain colleges), peer tutoring, etc.

Element to be evaluated : Guidance, support, and follow-up services and measures designed to detect learning difficulties

The college shall evaluate the relevance and effectiveness of the guidance, support, and follow-up services and detection measures used to enhance student success in general education courses.

To complement its evaluation, the college shall list the services and measures available to students enroled in courses of general education and detail the student support measures instituted further to the college reform. It shall also describe the means used to inform students of these measures, as well as the follow-up conducted with those students using these measures. It shall go on to explain how these measures foster student success. The college shall ask the students for their opinions on this subject.

Planned actions

GENERAL EVALUATION OF RESULTS

The college shall present an overall assessment of the results obtained for general education, pinpointing the main strengths and weaknesses observed. It is also invited to submit any comments it deems appropriate.

Overall Evaluation of General Education Implementation

At the end of the evaluation, the college shall provide an overall appraisal of the strengths and weaknesses in its general education implementation.

In concluding its self-evaluation, the college shall identify :

- the three elements of general education implementation considered to be major strong points;

- three elements it feels could be improved;
- action priorities for improving the quality of general education implementation

Appendix 1
Glossary

Corrector's copy
Document containing the correct answers to examination questions. (see ***evaluation grid***).

Educational project
Procedure by which an institution defines its own educational objectives, devises an action plan, carries it out, and reviews it periodically.

Evaluation grid
Document providing the correct answers (see ***corrector's copy***) for an assignment or examination as well as information on how to mark incomplete answers. This document specifies the quantitative or qualitative criteria on which learning evaluation is based, as well as the weighting (relative value) of the various criteria or different types of answers.

Evaluation tools
Tests, examinations, marking guides, rating scales, plans, or guidelines for completing an assignment.

Learning activities
Synonym of **course** under the former basis for college organization

Objective
Competency, skill, or knowledge to be acquired or mastered.

Prerequisite
Special condition, such as the successful completion of high school courses, for admission to certain programs.

Program
An integrated set of learning activities leading to the achievement of educational objectives based on set standards.

Program approach or vision
Approach consisting in designing, planning, engaging in, and evaluating teaching, bearing in mind the spirit of the entire program of studies, defined as "an integrated set of courses leading to the achievement of general and specific educational objectives", and based on section 1 of the *College Education Regulations*.

Upgrading activities (mise à niveau)
One or more courses, or other kinds of assistance measures, aimed at supplementing the student's previous level of education. In college education, these measures are used mainly for students enroled for the first time.

Standard
Level of performance at which an objective is considered to be achieved.

Uniform examination
Ministry examination on a given subject matter, administered to all college students on the same day and at the same time.

Subject area (Domain)
Area of knowledge comprising a cluster of disciplines. The complementary component of general education has five subject areas : Social Sciences, Science and Technology, Modern Language, Mathematic Literacy and Computer Science, and Art and Aesthetics.

Success rate
Difference between the number of students who obtain the credits assigned to a course and the number of students enroled in this course.

Credit
A unit equivalent to 45 hours of learning activities and used to certify that a student has achieved course objectives.

Appendix 2
Standard Self-Evaluation Report Model

The self-evaluation report shall include the following :

- **Presentation of the general education component;**
- **A description of the self-evaluation procedure.**

The college shall provide information on work organization, responsibility-sharing, the cooperation elicited, the consultations carried out, and the evaluation procedure used. If the college has formed an evaluation committee, a list of members as well as their respective positions should be included in this description.

Where applicable, the college shall also explain how the sampling of course outlines was established and indicate the criteria used.

Self-evaluation of the general education

To facilitate analysis of the report by the Commission, the self-evaluation report must correspond to the order of the criteria and sub-criteria used to evaluate general education implementation.

For each sub-criterion, the college shall outline its decision on the element(s) evaluated. It shall base its reasoning on the indicators identified by the Commission, but may also include any other information it deems essential, as well as the actions it plans to take. It shall then enclose the documents required, as well as a description of the evaluation method used or a copy of the data-gathering tools employed to obtain the information necessary for its evaluation.

After completing each of the three parts of the evaluation, the college shall make a general assessment and include any other comments it deems relevant. After evaluating all the criteria, it shall provide an overall assessment of its general education implementation.

Once the report has been approved by the board of directors, the college shall submit eight copies with supporting documents to the Commission. The report should not exceed 100 pages, excluding the appendices. A list of the documents to be submitted to the Commission or to be made available to it during its visit to colleges is found in Appendix 3 of this guide.

Appendix 3
List of Documents to be Included with the Report or to be made Available to the Commission on request

Documents to be included

- The educational project (or equivalent).
- General education course grid.
- A copy of the questionnaires used to gather data from students and teachers.
- For each of the disciplines in common general education, the college shall select one course outline from those examined, as well as a copy of the instructions accompanying the student work described in the course outline, a corrector's copy (evaluation grid), a copy of the final examination, and the transcripts of students who were given the course outline in Fall 1996 or Winter 1997.
- Relevant department regulations other than those set forth in the IPESA.

Documents to be made available to the Commission on request

- Excerpts from minutes of meetings outlining the adoption of management structures and methods for the implementation of general education and responsibility sharing between the various players.
- The course outlines--all or the 42 which constitute a sample--examined as part of the self-evaluation.

Appendix 4
List of Institutions Authorized to Offer General Education

Within Program(s) Leading to a Diploma of College Studies

Cégeps (49)

Abitibi-Témiscamingue
Ahuntsic
Alma
André-Laurendeau
Baie-Comeau
Beauce-Appalaches
Bois-de-Boulogne
Champlain Lennoxville
Champlain St. Lambert-Longueuil
Champlain St. Lawrence
Chicoutimi
Dawson
Drummondville
Édouard-Montpetit
François-Xavier-Garneau
Gaspésie et des Îles
Granby Haute-Yamaska
Heritage
John Abbott
Joliette-De Lanaudière
Jonquière
La Pocatière
Lévis-Lauzon
Limoilou
Lionel-Groulx
Maisonneuve
Marie-Victorin
Matane
Montmorency
Outaouais
Région de l'Amiante
Rimouski
Rivière-du-Loup
Rosemont
Saint-Félicien
Saint-Hyacinthe
Saint-Jean-sur-Richelieu
Saint-Jérôme
Saint-Laurent
Sainte-Foy
Sept-Îles
Shawinigan
Sherbrooke
Sorel-Tracy
Trois-Rivières
Valleyfield
Vanier
Victoriaville
Vieux Montréal

Private subsidized colleges (23)

Campus Notre-Dame-de-Foy
Collège André-Grasset
Collège Bart
Collège Centennale
Collège d'affaires Ellis
Collège Français
Collège Jean-de-Brébeuf
Collège Laflèche
Collège LaSalle
Collège de l'Assomption
Collège de Lévis
Collège Marianopolis
Collège Mérici
Collège moderne de Trois-Rivières
Collège O'Sullivan de Montréal
Collège O'Sullivan de Québec
Conservatoire Lassalle
École commericale du Cap
École de musique Vincent-D'Indy
Institut Teccart inc.
Petit Séminaire de Québec
Séminaire de Sherbrooke
Villa Ste-Marcelline

Public institutions reporting to a government department other than the Ministère de l'Éducation or to a university (11)

Macdonald Campus
Conservatoire de musique de Chicoutimi
Conservatoire de musique de Hull
Conservatoire de musique de Montréal
Conservatoire de musique de Québec
Conservatoire de musique de Rimouski
Conservatoire de musique de Trois-Rivières
Conservatoire de musique de Val-D'Or
ITA de La Pocatière
ITA de Saint-Hyacinthe
Institut de tourisme et d'hôtellerie du Québec

Appendix 5
Members of the Advisory Body on the Evaluation of General Education (Comité consultatif d'évaluation de la formation

générale)

Louise Chené
Commissioner
Commission d'évaluation de l'enseignement collégial
President of the advisory body

Jacques Bachand
Dean of undergraduate studies
Université du Québec

André Carrier
Philosophy teacher
Cégep de Lévis-Lauzon

Margaret Chell
English Second Language teacher
Collège Ahuntsic

Claude J. Chénier
Academic dean
Collège Heritage

André Courtemanche
Programs director
Hewlett Packard (Canada) Ltd

Robert Donnelly
Language of Instruction and Literature teacher
Champlain Regional College, St. Lawrence Campus

Michel Gélinas
Director general
Collège André-Grasset

Chantale Ide
Student in Public Relations Sciences (Communication)
Université du Québec à Montréal

Serge Laferrière
Physical Education teacher
Collège de Bois-de-Boulogne

Pierre Leduc
Former cégep director

Robert Lemay
Humanities teacher
Champlain Regional College Saint Lambert-Longueuil Campus

Colette Melançon
Language of Instruction and Literature teacher
Collège Édouard-Montpetit

Ninon St-Pierre
Assistant academic dean
Villa Ste-Marcelline

Danielle Tessier
Associate academic dean
Collège de l'Outaouais

Étienne Tétrault
Former secretary general
Commission d'évaluation de l'enseignement collégial

Nicole Tremblay
Education consultant
Collège de Limoilou

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Notes

1. Computer Science, Early Childhood Care Education, Social Sciences, and Business Administration Technology and Cooperation.

2. Appendix 5 lists the members of this advisory body (Comité consultatif d'évaluation de la formation générale).

3. The sub-criteria and their numbering scheme are taken from the General Guide to the Evaluation of Programs of Studies by the Commission d'évaluation de l'enseignement collégial. Some have been adapted and their order changed in order to focus on the characteristics specific to general education.

4. MINISTÈRE DE L'ENSEIGNEMENT SUPÉRIEUR ET DE LA SCIENCE, *Colleges for the 21st Century*, Québec, April 1993, 39 pages.

5. This refers to the themes discussed by the authors of the document *Colleges for the 21st Century*, Ministère de l'Enseignement supérieur et de la Science, April 1993, p. 26, namely :

"Today, to be educated and cultivated entails a good command of one's mother tongue, such mastery being inextricably linked to the ability to think; the ability to express oneself clearly and understand our literary heritage; the ability to communicate in other languages, mainly French and English, at a conversational level; a good command of the basic rules of rational thought, speech, and reasoning; the ability to think independently and critically and to compare individual and social values; the capacity to assimilate the main trends in human thought; the ability to act responsibly with regard to health and physical fitness; and the capacity to understand the approaches to reality specific to art, science, technology, mathematics, social sciences, etc."

6. *College Education Regulations*, Ministère de l'Enseignement supérieur et de la Science, Order-in-Council 1006-93.

7. In Fall 1994 and Winter 1995, Philosophy courses comprised one hour less, and Physical Education, one class less.

8. The objectives, standards, and learning activities, if applicable, are established in accordance with the *Colleges Education Regulations* and are described in the document entitled *General Education : Colleges for the 21st Century*.

9. The subject areas are Social Sciences, Science and Technology, Modern Language, Mathematic Literacy and Computer Science, and Art and Aesthetics.

10. This impression was widely held by the students the Commission met while evaluating the Computer Science and Early Childhood Care Education programs.

11. The regulations governing the certification of studies in effect in 1995-1996 generated significant disparities in the preparedness of students with a secondary school diploma (DES) wishing to go on to college. Only 139 of the 180 credits (one credit corresponds to 25 hours of class time) granted when a passing grade is obtained for every class taken are needed to obtain the

diploma. This means that students enter college with a mixed bag of skills and knowledge, more-or-less in-depth, a case in point being second language proficiency.

12. It was felt that this approach better suited the purposes of the evaluation than the one described in the Commission's General Guidelines for Evaluating Programs of Studies.

13. http://www.ceec.gouv.qc.ca

14. To discover degree of satisfaction, for example, the following scale could be used : very satisfied, satisfied, dissatisfied, very dissatisfied.

15. At least 42 course outlines are to be analyzed (3 outlines for each of the 14 courses from each of the three components), i.e. 12 in Language of Instruction and Literature, 6 in Second Language (taking the various levels into account), 9 in Philosophy, 9 in Physical Education, and 6 in complementaries. Obviously this applies every time there are at least three teachers who give the same course, either in Fall 1996 or Winter 1997. This means that for smaller colleges the sampling may consist of all the course outlines.

16. If one of these subject areas is not offered, the college should choose a third.

17. The high school average calculated by the Ministry and presented in the DGEC's Information System on the Progression through School of College Students (CHESCO).

18. The prescribed time frame is three years for technical programs and two for pre-university programs. Rates are calculated based on the situation in 1996 for pre-university programs and 1997 for technical ones. Potential graduates are students enroled in courses scheduled for the final session of a program of studies. Some of these students will receive their diploma at the end of the session, while others will have to repeat or take a course either because they failed to pass it or did not take it in previous sessions.

Portal Québec

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